

Thorpe Hall School Nursery

Inspection report for early years provision

Unique reference number	EY371300
Inspection date	02/03/2009
Inspector	Suzanne Joyce Stedman
Setting address	Thorpe Hall School, Wakering Road, SOUTHEND-ON-SEA, SS1 3RD
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Thorpe Hall School Nursery registered to provide day care in 2008. The nursery is situated in a self-contained area of Thorpe Hall Independent School, Thorpe Bay, Essex, and is accessed via three steps to and from the outside play area. A maximum of 36 children may attend the nursery at any one time. There are currently 29 children on roll and 14 children are funded. The nursery is open each weekday from 08.00 to 17.00, term time only. All children share access to a secure enclosed outdoor play area. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The nursery employs five members of staff. All hold appropriate early years qualifications. This group is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Thorpe Hall School Nursery provides very effectively for children as they make good progress in all aspects of the Early Years Foundation Stage. Children are happy and enjoy their time at the setting, as they have established warm and trusting relationships with each other and practitioners, within an inclusive environment. Systems for obtaining information about the children's starting points and some health, hygiene and safety procedures are established and ensure children's welfare and development is effectively promoted. Staff are passionate about their role and demonstrate a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop activities and resources that show differences and similarities.

The leadership and management of the early years provision

Children are cared for by practitioners who have completed a range of training to ensure they have the knowledge and understanding to promote children's welfare, learning and development. Vetting procedures are robust and secure, ensuring all practitioners are suitable to work directly with the children. The management and practitioners work well together as a motivated and cohesive team and share a commitment to raising the standards for children and their families.

Practitioners have a good understanding of their roles and responsibilities in relation to safeguarding. Staff ratios ensure children experience appropriate levels of supervision and individual attention. Regular staff meetings provide opportunities for practitioners to reflect on their strengths and to identify any training needs. All practitioners share a common goal to improve outcomes for

children.

Policies and procedures are effectively organised and are under continual review and practitioners are beginning to use self-evaluation to update their future plans. Although children have access to limited resources and activities that promote similarities and differences, all children are welcomed at the setting and positively interact with peers from different ethnic backgrounds, ensuring that all children can enjoy and achieve.

There are good links with parents and carers. Practitioners demonstrate a sound understanding of the benefits of working in partnership with parents and build strong and trusting relationships with parents and other professionals to ensure that each child settles well and feels secure. Parents receive detailed information about the setting and are kept up-to-date with regular newsletters and daily communications. They are regularly informed about their child's achievements. Inclusive practice is promoted and children's needs are well met and their welfare is promoted appropriately. There are effective procedures in place to support children with any additional needs and to ensure each child is included effectively.

The quality and standards of the early years provision

Practitioners demonstrate a good knowledge of how to promote children's learning and development and children are motivated and interested to learn. Practitioners plan a range of activities which cover all six areas of learning and planning covers a balance of adult-led and child-led activities, promoting each child's stage of development and learning. Parents and carers are welcomed into the setting by friendly, approachable adults, and information is shared readily on a daily basis.

Sufficient emphasis is placed on observation and assessment, and information gained is used well to plan for future learning needs of children. Children have free-flow access to toilet facilities, which fosters their ability to manage their personal care needs. There are plenty of opportunities for children to play alongside each other and practitioners introduce situations to encourage turn taking and sharing of resources. Children are offered praise and encouragement and practitioners understand that this helps to foster their confidence. Children benefit as practitioners spend the majority of their time at their level, interacting with them. Children learn to become independent through secure relationships with their key-person. All children belong and feel part of the setting.

The learning environment is well organised and children increase their confidence through the easy access of toys and resources which are rotated on a regular basis. Those that are not accessible can be requested. Children develop their language skills as practitioners talk to them constantly about what they are doing, for example, during snack time, when children confidently talk about what they did at home for their birthday and about other members of their families. Children develop basic number skills from a young age to enhance their future economic well-being. They are encouraged to develop their counting skills throughout everyday routines, for example, one child identified that they had two shiny buttons on their blazer. Literacy is developed, for example, children had all made

their own named, laminated place mats at the beginning of term. These are used by the children and helpers at snack time, so they are able to identify their own names and the names of their peers.

Children develop an understanding of how to stay safe when practitioners draw their attention to not running around in the setting. Healthy eating is promoted and children are provided with snacks such as cheese and celery sticks with milk or water. The premises are clean and hygienic and children know daily routine such as washing their hands before eating, after using the toilet and craft activities. They also help to clean the tables before snack time with anti-bacterial spray. Staff have a sound knowledge of procedures to follow should they have a concern about a child, and implement the necessary policy appropriately. Children enjoy regular daily physical activities inside and outside.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.